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TEXT-BOOKS: HOW SHOULD THEY BE USED?

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A fair, ingenuous discussion of this question, and the settlement of it upon its true merits, would, in my judgment, essentially revolutionize the system of teaching as at present practiced in most of our schools. It would also revolutionize the present book-making system and give us more valuable books, and, at the same time, save millions of dollars to the nation which are now injudiciously expended for such as are ill-adapted to the accomplishment of the purpose they propose, and are soon exchanged for others no better. Thus change follows change, with great expense to the people and little advantage to the scholar. The pecuniary loss, which in itself is worthy of notice, is the least of the great evils connected with this subject. I do not propose, in this article, to discuss the question of dispensing altogether with the use of text-books, but to dwell especially upon some of the evils to teachers and scholars growing out of the great reliance now placed upon them, to the neglect of the exercise of judgment on the part of teacher and scholar. Thus, instead of the thoughtful investigation of a proposition by the scholar, aided by the more mature suggestions from the teacher, the question

is settled at once by the authority of the book, without reasoning by either. In this way is formed that unsafe habit of taking things upon *trust* which should be settled by *trial*. Some one has said that the method of teaching which approaches most nearly to the method of investigation is incomparably the best, since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew.

If we regard habits of thoughtfulness and self-reliance as essential elements in the growth and maturity of mind, then we cannot attach too much importance to that mode of teaching which inculcates and enforces them. The text-book method fails to do this; the experiment has been faithfully tried and is not a success. In order to secure the best results in mental training, the teacher must be perfect master of the subject before the class, as much so as though he were the originator of the thought he would impress upon the scholar. Thus prepared and filled with the subject under discussion, an inspection goes on, directed by the living teacher, that wakes up thought in the class, calls into lively activity the energies of the mind and heart, and is to mental growth just what the shower and the sunshine are to vegetable life. Is it possible for one depending upon or trammelled by the text-book, to so awaken interest, secure attention, and exert an influence that reaches the true end in teaching? Has it not hitherto been the custom, rather, to lean upon the text-book as a lame man does upon his crutch, and for a similar reason, that he cannot get along well without it? The human intellect is so constituted that it can grow only by its own action; every one must, therefore, in an important sense, educate himself. Books and teachers are but helps, the work must be performed by the scholar. To stimulate to the work and encourage its performance, belong to the teacher, aiding only in cases where a single ray of light dispels the darkness and reveals the truth. A man is not educated, said the great statesman, until he has the ability to summon, in case of emergency, all his mental powers in vigorous exercise to effect his proposed object. It is not the one who

recites best, or stands highest on the roll of honor, who can do this ; such an one may give conclusive evidence of possessing a great mass of other men's thoughts, and be entitled to great praise in happily presenting them on exhibition, but true mental vigor has not been secured, for lack of investigation and self-reliance. The mental activity of the scholar will depend largely upon that of the teacher ; if the latter passively relies upon his text-book, the former will as passively listen, and the exercise becomes a mere wordy one, without thought or interest. This kind of teaching has too long characterized our schools. The evidence of this appears in the adult mind, where the few do the thinking and the talking for the many, and where multitudes suffer for the want of quick thought, and the power of expressing it. It is not uncommon even to hear men of liberal education say : it was a great fault in our training, that we were not taught to think more, explain more, and give reasons for our opinions. The same fault continues to the present time ; *reliance* on books, instead of *self-reliance*, *aided* by books, has perpetuated the evil.

Thus it is, that a change is demanded in our system of teaching, that we may secure higher results, and make more intelligent and thinking scholars, make men of more vigorous minds and greater power. It is the common sense of the common people which is to continue unto us and transmit to future generations those institutions which are our glory and our strength. It is the work of early education to develop and discipline that sense and train it for its grand and noble work of earth, and its higher and nobler destiny for the future life. The great progress, the rapid advancement the world is making in almost every direction, calls upon the educators of the present day to throw off the clogs that hinder them in the race, that they may not only keep pace, but be among the leaders in all onward movements. The great demand to-day, is, for more talent, higher culture and greater attainments in educational labor. The highest interests of our country require that this want be abundantly supplied. How can it be done ? By affording

such encouragement to educators of real ability and worth, as will retain them in the field of educational labor as teachers, not as book-makers, but as live, practical teachers who are masters of their business and can *teach* instead of *hear* lessons with text-book in hand; can present ideas to scholars, can rouse up thought in them, rather than confuse them with their multitude of words, whereby darkness is only made more visible. Connecticut is wisely looking in this direction, as is shown by her quite liberal support to the Normal School, and when she has established two or three more similar institutions, each of which shall do better work than the other, then will it be that Connecticut is doing the best thing for her children and the Commonwealth. Let the Normal Schools be of the highest order, with abundant means and all the facilities for furnishing the most accomplished teachers; let them have the warmest sympathies, the greatest encouragement, and the entire confidence of the community, and very soon we should have, or ought to have, a class of teachers who would no more require text-books in the class-room than the clergyman would a library in his pulpit. We should thus, in a short time, call to the work of teaching men of greater mental capacity, of higher culture and attainments; women also would have the right to become eminent in this sphere of usefulness, where they may excel, and peradventure, exert an influence here that shall right the wrongs of which they now complain. Thus scholar-making without books would be infinitely better than book-making without scholars. This higher and better educated class of teachers being once engaged in the work, another change would follow; a new order of things would be established. Educators would be awarded the high position in society to which their profession entitles them; they would then receive so liberal a compensation for their services that no moneyed institution, by larger pay, would induce them to leave the more useful field for a more lucrative one. In a pecuniary point of view, an improvement of this kind would pay a larger percentage to the State than any investment it ever made, or will make, until it makes this. Were the people aware,

could they know how much time is lost to the young through incompetency or want of interest on the part of many who are employed to teach, they would cry out against it, saying, give us more highly educated teachers, those who are devoted to their business and know how to perform it. Indolent and careless habits formed in the school-room may not be outgrown in a lifetime, while habits of investigation, self-reliance and activity lay the foundation for usefulness and sure success in life. No greater mistake can be made than that of entrusting the education of the children of the State to teachers of small brain, little culture and meagre attainments. The policy that tolerates this class of teachers on the ground of economy, because it is cheap labor, is infinitely more unwise than that which advised sowing chaff because it cost so little. If New England would add to her laurels gained in her educational enterprise, or even retain them, she has something more to do than she is now doing. We would by no means detract them from the good work Connecticut is now achieving; it is because we are doing something, that our eyes may be the wider opened to the better way of doing more.

How should we use text-books? Essentially as the lawyer consults his authorities in preparing his cases, and as he cites from the best authors, alludes to the best reports for illuminating and enforcing the truth for which he is contending, so should teachers be familiar with all the authorities and the best practice, as reported in works upon the subject of their profession. If we have done much, even, for the cause of education leaning upon our text-books, with a partial knowledge of our subject, how much more might we do were we perfect masters of our business, filled with an enthusiasm which cannot fail to awaken the deepest interest in others, and an inspiration that would liberate us from the bondage of text-books.

Teach your pupils to

Do the right thing

At the right time

In the right way.

LANGUAGE LESSONS IN THE CINCINNATI SCHOOLS.

In arranging our present general course of study, one truth has been held prominently in mind—the powerful reflux influence which correct expression has in promoting correct thinking; and as correct thinking is a chief object in all school instruction, it has very naturally followed that our school authorities should give a very large share of attention to language lessons and the best methods of teaching language. Of these methods I design to speak presently.

Until within a few years the study of grammar had no place in our schools below the Fifth Reader Grade, and composition received no systematic attention, and but little attention of any kind. The committee on course of study finally took it in hand to work an entire revolution in this important branch of school work. It was felt that technical grammar, as usually taught in our schools, was of little practical benefit to the pupil; that the greatest amount of word parsing, or even of the analysis of sentences, would never alone make correct and elegant speakers or writers; in other words, that the only way to acquire a skillful use of language is by long and persevering practice. On this idea was constructed a course in English grammar, to begin with the child's first day in school and to follow him in every step of his educational progress until he reaches the High School, where it is expected that rhetoric and a critical study of some of the best English classics will finish the solid and symmetrical structure. It was a leading design of the framers of this course to avoid, as far as possible, all merely technical work in the District Schools; and, to this end, a syllabus was adopted, which, if faithfully carried out, would, it was believed, accomplish the object. In the further prosecution of their plan, it was resolved that no text-book on grammar should be used below the Intermediate or Sixth Reader Grades.

In the general directions which the committee prescribes for the teacher, prefixed to the syllabus, the design of the course is explained. The committee says:

"English grammar shall be taught in the District Schools without a text-book; the instruction shall not be given according to a strictly systematic and scientific course, but in a more natural and practical way, by numerous exercises in correct speaking and writing. The teacher shall not aim at a recitation of grammatical rules and definitions, but at a ready and correct use of the language itself—the latter alone having a real and practical value in the future career of the scholar."

But it is not upon our course in grammar alone, or even chiefly, that we rely as the basis for the cultivation of correct expression in our schools. Object lessons come in to play an important part. It is not only our object to cultivate, through these lessons, habits of close and methodical observation and to lay a sure foundation for future scientific study, but to evoke thought in general, and to teach the expression of that thought in the most appropriate forms.

It must be premised that the methods of teaching are not precisely the same in all our schools, these methods varying to suit the individuality of principals, and again of their assistant teachers. The divergence from a common standard is not so great, however, as to produce any considerable difference in final results, or to interfere with the pupil's progress on his removal from one school to another. These methods are further slightly modified, especially in the lowest grade, by the difference of home advantages possessed by the pupils in the various districts. In some school districts almost everything the child learns must be taught him at school; whilst in others more favorably situated the primary teacher does but the smallest part of the work of education. In some of the first-named class of schools, the course of instruction for the first month after the child enters school is a sort of Kindergarten one, the teaching being entirely conversational. The chief objects aimed at under such conditions are, to accustom the young neophyte to the routine of school life, and to familiarize him with the correct forms of very simple sentences, so that he may be led to express, with some degree of readiness, the few thoughts he brings with him into school or gains from conversations with his teacher or from his object lessons. The difficulty of performing this

apparently easy task is largely increased, if the school under consideration should happen to be a German-English one. In such a case it often happens that the pupils know very little English, and speak a barbarous German, and both languages are to be built up by the efforts of the teacher alone against the strongest counteracting tendencies. In the districts where home influences are favorable to success in school work, this preliminary oral drill is omitted.

In indicating our course of instruction, I will suppose the pupil to have been in school some three or four months, and to have learned to read from the blackboard, in both script and printed letter, little sentences composed of words containing not more than four or five letters, which sentences he is also able to copy on the slate. His course thenceforward will be nearly as follows: He will now begin to write very short sentences from dictation. Great care will be taken to see that the letters in the exercise are properly formed, and that the words are all correctly spelled. The pupils of this lowest grade are also expected to change the nouns contained in their sentences from singular to plural, and the contrary. It must not be forgotten, however, that the work in this grade is to be chiefly oral, and that the written work is to be confined mostly to dictation exercises.

The child now enters Grade E, and takes up the First Reader. He continues to form sentences about objects, which the teacher writes upon the blackboard, and which are copied upon the slate by the class. The pupil also writes more difficult and longer sentences from dictation, giving the same care to the forming of the letters in the exercise and to the spelling of the words as in the grade below. Towards the close of the school year he is able to go a step further, and write little compositions without further aid from his teacher than the oral working up of the subject matter in an object lesson. I give an example of such a lesson, worked out by one of our lady teachers, and copied from her blackboard. All the items were elicited from the children, and were afterwards worked up into a composition by them.

THE DUCK AND THE HEN.

I. How they are alike.

- 1st. Both are domestic birds.
- 2d. Both are nearly the same size.
- 3d. We use the eggs of both.
- 4th. We use the flesh of both.
- 5th. We use the feathers of both.

II. How they are different.

- 1st. The duck's bill is broad, flat, and rounded; that of the hen is narrow and pointed.
- 2d. The duck's neck is longer than the hen's.
- 3d. The duck has a flat, boat-shaped body. The hen's body is more rounded.
- 4th. The duck's legs are shorter than the hen's.
- 5th. The duck's feathers are oily. The hen's feathers are dry.
- 6th. The duck swims. The hen does not swim.
- 7th. The duck dives in the water to seek food. The hen scratches the ground.

The pupils in this grade are taught to distinguish nouns, adjectives, and verbs in their reading and object lessons; to use correctly the articles *a* and *an*, and the demonstrative adjectives *this* and *that*, in the singular and plural, and the verb in the third person, singular and plural. They are also taught to begin all sentences with a capital letter, and to write the personal pronoun *I* as a capital.

In the D or Second Reader Grade the same general plan is continued; the teacher gradually withdrawing her aid, and throwing her pupils more and more upon their own resources. The compositions are worked out of the object lessons as in the grade below. After an object lesson has been given upon a selected topic, the pupils, without aid from their teacher, write out their compositions. In some of the schools, after the pupils have finished their work, the teacher prepares a model composition on the same topic, which she places upon the board as a standard by which the children are to correct their errors. In other instances these errors are corrected in the ordinary way.

In addition to the daily exercise required in composition, a rule of the Board prescribes that every pupil in this grade, as well as in those above, shall record neatly, uncorrected by others, and preserve for inspection at the annual

examination, at least one composition for each month of the school year. As these compositions are always subject to the inspection of trustees and superintendents, it will readily be perceived that the parties named have always at hand an excellent means of judging the progress of pupils in this important branch.

I have before me, as I write, specimens of these compositions taken from schools of that very opposite character as to the class of pupils attending them, to which I have already alluded; but so faithfully have the teachers done their work in all, that but little difference is to be perceived between the various productions. I have designed to give your readers a specimen composition from each of the grades, which would convey a better idea of our work than any mere description of processes can possibly do; but neither my time nor your space would permit. For the same reasons, I must forbear going on with this description up through all the grades of our District Schools, as I should like to do. Perhaps, however, it is not necessary to the understanding of our course and methods that I should do more than I have done in giving the course and methods pursued in the three lower or foundation grades. It will readily occur to the thoughtful teacher, how the work of each succeeding grade will naturally, on our plan, grow out of that of the one below,—the pupil at every upward step gaining additional acuteness of observation, power of thought, and facility of expression.

It would be leaving the work of D grade incomplete, if I were to omit the grammar course. Pupils in this grade are taught to distinguish the degrees of comparison of adjectives, the use of the possessive case of nouns in the singular, the three cases of personal pronouns, and the interrogative pronoun *who*; also to use any verb in the two tenses (past and present), indicative mode. They are required, too, to construct affirmative, negative, and interrogative sentences.

One other feature in this course of instruction deserves notice. You are aware that almost all our schools are what we term German-English schools,—a very large part

of the pupils being of German parentage. It has been an object, kept constantly in mind by our best teachers in these schools, to make the instruction in the one language aid that in the other. Hence, in one school at least, it has been the custom for the English teacher to select a composition of some pupil in the class, or to take her own model and write it on the board, the pupils following her, and turning the composition, sentence by sentence, into German,—the German compositions to be corrected by the German teacher. Then a German composition is turned into English, and corrected in the same way. In looking over the recorded compositions of this district, I find them running in couplets, one in English, the other in German, and on the same topic. The advantages of this plan in giving accuracy and readiness in the use of both languages, can scarcely be overestimated.

In giving language lessons from objects, the teacher is always to bear in mind that these lessons are but one of the uses of the object lesson, and that she is never to fall into that careless and unmethodical way of giving instruction that has brought undeserved reproach upon the whole system of object teaching itself.

We believe that our course in language is a philosophic one, or, if we can not claim so much as that for it, that it is at least not without a plan. In our lower grades of schools, particularly, we rely upon nature to furnish the basis of our work. We care not to have the child heaping up dead forms of expressions for future use, believing this to be a method artificial, and contrary to all correct principles for the development of intellectual power.

The success of such a course as ours must depend entirely upon the teacher; and, notwithstanding the Board of Education has, as far as practicable, provided by rule against the evasion or neglect of its purpose, it is necessarily compelled to rely largely on the judgment and faithfulness of the instructors it employs. If the teacher possess knowledge, method, versatility and enthusiasm, she can make that work, which is usually so dry and repulsive, intensely interesting, vitalizing the child's whole intellectual

being. But if she be a mere routinist, then the course in her hands will prove little less technical, formal, and unpractical than the old and (we may be permitted to hope) absolescent methods of etymological grammar, with its absurd and humdrum parsing exercises.—*John Hancock, in National Teacher.*

CONCERNING VACATIONS.

I have never quite understood the difference between work and play. Work seems to be almost, or entirely, play to some persons; while play becomes very serious and apparently irksome work to others. The term play is used here in a broad sense, including most amusements and modes of recreation.

Watching a class of young ladies and gentlemen, a few days since, practising light gymnastics, one could readily see, by the expression of countenance and every movement of limb and muscle, that to a part of those engaged the exercise was the richest sort of hearty sport; to another part it was extremely hard and disagreeable labor. The employment was the same to all in the eye of the looker-on, but it was far from being the same to the parties themselves.

I incline, therefore, regardless of the dictionaries, to define work as anything which we do from compulsion, and not from simple love of doing it. The compulsion may be of one sort or another—necessity, duty, fear, reward, or anything else; but somewhere back behind, it exists as the reason why we do this particular thing.

Play, on the other hand, is anything, any form of employment for the body or mind, in which we engage merely because we love to do it. We prefer to do it rather than to be idle, or to be doing some other thing. The end is in the thing itself; there is no conscious purpose or object to be attained outside or beyond the present enjoyment.—

Whether good or evil, or neither the one or the other, shall come to us in consequence of our present activity, does not enter into our calculations. Good may result, or evil may follow; some worthy object may be attained, some very desirable end may be reached; but these are only attending, incidental circumstances. In order to real, genuine, enjoyable play, we give ourselves up wholly to the present. Literally, we take no thought for the morrow, or for the next hour. Sufficient unto the day is the evil, or the good, thereof.

This state of mind is a necessary condition to the highest enjoyment. In the child it is fully exhibited; in the man, usually, it is only imperfectly attained.

It is admitted that work and play may be mingled, to a certain extent, without destroying enjoyment; that we may do a thing from the love of doing it, and at the same time have some definite end which we desire and expect to attain. But whenever the end, outside and beyond the thing, becomes too prominent, absorbs the thoughts, or casts its shadow over the present, however valuable and desirable that end may be, the work character of our activity predominates, amusement becomes subordinate, or the employment ceases to be amusement, and changes into labor in downright earnest. It is worth no more as recreation than any other form of work which requires equal mental or physical exertion.

But some one will inquire, What has all this to do with vacations?

Much every way to my own mind; but chiefly because it suggests a law of our nature which demands obedience, both on work-days and on play-days. Nature can not readily be cheated: she is never deceived by sugar-coated or other patent nostrums. To her the thing remains the same, however it may be labeled. Work is not changed to play by giving it that name; labor does not become amusement by any number of resolutions affirming that it ought to do so; business will not transform itself into recreation with any amount of gilding and decorating. It is just as well to be honest with nature first, as last; for, in

the end, she will compel us to abandon all disguises and subterfuges. Occasional relief from work is a necessity in every employment; as much in teaching as in any which can be named. Vacations are due to every class of workers; they belong among the inalienable rights of our common humanity; they are means to the pursuit of happiness. How shall we, teachers, make the most of them—get from them the greatest advantage to the body and mind, to the health and spirits? To put these questions is vastly easier than to give answers of any practical value. I will only venture two or three suggestions.

First, a vacation spent in idleness, in simply doing nothing, is not profitable either to the soul or body. There are times, doubtless, when absolute rest is required. When the physical or mental powers, or both, have been greatly overworked or seriously impaired by disease, it may be necessary to lie still. But under almost any other circumstances, such a course is exceedingly harmful. It does not bring relief, or restore a healthy tone to the nerves, the spirits, or the temper. Yielding to the inclination to fling ourselves down, or crawl away into some quiet corner where nobody can find us, and nothing can disturb our dreamy doze, we fall into a very uncomfortable, irritable, and listless condition. The digestion and spirits suffer together. We lose all real vigor of body and mind; we contrive just to drag ourselves about, vacant of thought, purpose, or energy; nuisances and pests to all who are compelled to endure us. One day is the type of every other; the weeks come and go, and vacation is over, and we rub our sleepy, half-opened eyes, and wonder what has become of it. We have had no proper amusement, no true recreation; we are not refreshed nor re-invigorated. The labor of a new year crowds itself upon us, with no preparation for its right doing. We might just as well have jogged on in the old treadmill, with its wearying round of everlasting sameness, as to have passed vacation in this way.

Second, it is useless to lay out any extensive course of ordinary regular study for vacation. For, in the first place,

we shall never pursue it if we make the effort, and, in the second place, we ought not to pursue it, even if we could force our reluctant powers to perform the task. We want change; we need to be lifted, or to lift ourselves, out of the rut in which our machinery has been running. Ordinary duties, if it be possible, should be laid aside; the tools of our regular, daily toil should be put out of sight. Study, in the usual acceptation of that term, does not belong to the time; give us no tasks, least of all self-imposed ones. The work-day, for a while, is over; it is play-time; let us play. But what is play? We have already agreed that is anything which we do from choice; which we do for the mere enjoyment of doing it. Others may call it work, if they please; to them it may be so; to us it is amusement, recreation, rest.

Follow the direction of this simple law. Consult taste, inclination, and even habit. Do, within the limits of propriety, whatever you please; but do something, and do it in good earnest. One does need to go far to find some form of activity which is not merely tolerable, but positively enjoyable. A proper mingling of physical and mental activity brings the highest degree of both enjoyment and profit, and this union can be very easily secured.

Among other things, teachers ought to find recreation in some general reading. Our daily duties are chiefly in one direction. We are in danger of becoming narrow in our views, and of limiting our knowledge to one subject, or one class of subjects. Vacation reading should be such as we choose, and may take a very wide range, including history, biography, travels, works on science and art, with, now and then, a good novel. An educated man has been defined as one who knows something of everything, and everything about some one thing. A teacher needs to belong to this class, having a little of everything and a great deal of something.

We ought also to find rich enjoyment in the study of some branches of natural history. The fields and forests are wide open. Stones, trees, birds and flowers, are all about us. Sermons are in them, better than some which

we hear from human preachers. These are close to our homes, and poverty can not shut them away from us.

If circumstances allow, it is good to travel. It does not much matter in what direction, provided our eyes and ears are open. Every Michigan teacher should, if possible, see the Upper Peninsula of his own State. The grand lakes, the wild forests, the mines of iron and copper, and the strange, new forms of nature are all calculated to kindle life and enthusiasm in any soul not entirely dead to the world in which we live. The rough walking and steep climbing will tire the muscles, but the air is clear and pure, and sleep is sweet and sound.

Space forbids further suggestions; and the purpose of this hasty article will be attained if only a few of my fellow workers shall be induced to make a really profitable use of the coming vacation days.—*Prof. D. Putnam, in Michigan Teacher.*

MISTAKES OF TEACHERS.

*By ELLA V. ATKINS.

The importance of the position of a teacher, charged with the instruction and moulding of the minds and character of youth, cannot be easily overestimated. He who considers and rightly comprehends the vastness of the field, and the corresponding weight of responsibilities, may well exclaim, "who is sufficient for these things." Mistakes are inevitable, yet success may and will crown the efforts of every one who seeks to derive daily assistance from Him who is the great teacher of humanity.

One of the prominent mistakes of teachers, is that in entering upon their work they do not realize its magnitude and importance, and consequently, the necessity of a well matured system and constant study. Acting upon the too common feeling, that any one can "keep school," many

* Read at graduating exercises State Normal School, New Britain, July 7, 1871.

teachers make the mistake of taking up this work as an indifferent kind of task, and thus many schools are "kept." They are "kept" very much as fossils are in the rocks. Many schools are thus kept where one is well taught. Even where instructors really possess excellencies, the pecuniary advantages of their situation, however trifling, are allowed too often to become the prominent motive; their work is apt to become heartless and feeble.

It is a great mistake in the second place, to attempt the work of teaching, without having given earnest attention to the study of the mind. The teacher should be a judge of human nature, should study the character, disposition and peculiarities of his pupils, and, to a certain extent, adapt to them his course of discipline. How many teachers fail in these respects, and how many pupils go away from the school-room after a day of faithful, yet slow and plodding labor, disheartened and discouraged, because through lack of attention, the teacher has failed to give his sympathy and love to all alike. He too often gives his undivided attention to those pupils who are the quicker to discern, those who more readily grasp and retain the instruction they receive.

We cannot forget, that a teacher is responsible not only for what he does, but also for what he neglects to do.

Instructors who lack self-control, have most surely mistaken their calling. A pupil may be guilty of thoughtless misconduct. His teacher is stirred with sudden indignation, which he thinks righteous, when it is at least unwise, he will perhaps give way to expressions and acts both harsh and injurious. How fortunate would it be, could he on such occasions, before committing himself to hasty action, remember the words of the old Greek philosopher, "I would chastise thee severely were I not angry." An engine escaping from its track and dashing with lightning speed through a crowded thoroughfare, might be taken as a type of tremendous mischief done in hot haste, yet hardly as truly as a teacher, urged by sudden passion, leaping from his even lines of strait forward work, and plunging like an avenger into the helpless ranks of his pupils. Lives may

not be lost, but young tender souls may be injured forever.

In the maintainence of discipline, the teacher may sadly err. Continual scolding and whipping, it has been truthfully said, "will make good children bad and bad children worse." A blacksmith bringing up his son to his own trade, treated him with great severity. One day the Vulcan senior was attempting to harden a cold chisel, which he had made of foreign steel, but could not succeed. At last the youth, who was standing near, willing to impart knowledge which he had obtained by bitter experience, exclaimed with an expression of faith, "Horse whip it father if that won't harden it nothing will."

The failure to cultivate cheerfulness and enthusiasm in his work, is a sad mistake. The fountain will not rise above its head, and if a teacher engages in his duties in a dull, lifeless and mechanical way, those under his charge will certainly keep below his own prosy level. But let him push out with a sparkling energy, which betokens much power in reserve, and his pupils will soon be astonished to find pleasure in studies where before they found the very dryness of a desert.

Mistakes, after all, are not so very ruinous if, heeding the lessons to be learned from them, we use them as steps whereby we rise steadily nearer to that most excellent position, the standard of a model teacher.

CONDUCTING RECITATIONS.

In conducting recitations, never forget that the ends to be accomplished are fourfold, viz. :

1st. *To impart new and valuable instruction*, adapted in kind and amount to the condition of the minds of your pupils ;

2d. *To teach pupils to think*, by so guiding their inquiries that they shall discover truths for themselves ;

3d. *To make them thorough*, by always requiring accurate recitations and explanations ; and,

4th. *To keep them interested in their studies.*

The following order in conducting recitations has been found to secure these results :

1st. Hear as many of the class recite the lesson assigned as time will permit, requiring them to go through the recitation without interruption from other members of the class, and with as little prompting and as few questions as possible from you. Throw no stumbling-blocks in their way at this time ; for pupils who recite a new lesson well, do all you have a right to ask of them at first.

2d. After this, test their knowledge of the lesson, by fair but critical questions. In this way you will find what instruction they need.

3d. Impart the needed instruction, and no more, always observing this rule : "*Never tell a child anything you wish him to remember, without requiring him to tell it to you again.*"

4th. Make practical applications of the lesson.

5th. Review such portions of previous lessons as you deem important.—*J. H. French.*

EDITORIAL.

SCHOOL BOARD ELECTIONS.

If there is any one subject that should be kept from the disgusting arena of politics it is that of public school education. We rejoice that so many prominent men of both political parties view it in this light. Education is a subject of such vital importance to the community and to the state that it requires the wisdom, moderation and co-operation of our best men to provide for it. In our own state we have not much to fear, because the honors of serving on the School Board are rarely sought, the compensation is next to nothing, and the chances for "pickings and stealings" so infinitissimally small, that no politician, except of the smallest calibre, would be satisfied with the office as a reward for services rendered to party.

But in the large cities, like New York, Chicago, St. Louis, etc., the case is different. Scores of schools, containing many thousand children, are controlled by one Board. On account of the power and influence which a position on the Board affords, the magnitude of the business transacted, the magnificent appro-

priations made, and the scores of friends who flock around from publishing houses, the positions are eagerly sought. In the contest for power, the subject is taken up by the "ring" which controls in municipal affairs, the rewards are made, and thus the school interest is thrown into the hands of politicians, who are not restrained in their designs for evil, by even a healthy minority. As is often the case, the party reward for service some zealous partizan, devoid of principle and totally unfit for his office. Several cases have recently occurred in New York City, of school officers elected by the people accepting bribes for influence to secure appointments. There is one now under investigation. Terence Riley, a school trustee of the Twenty-second Ward, has been charged with receiving a bribe of \$100 for the appointment of a Miss McKenzie as a teacher of one of the schools of said ward. He is also charged with bribery in the appointment of a janitor; also, with receiving from Patrick Golding \$25 for the appointment of his daughter as a teacher in one of the evening schools. The case is now being investigated by the Committee on Teachers of the Department of Public Instruction.

To prevent either party from having it all their own way, some plan should be devised whereby the minority can be represented. The English Parliament, which last year enacted one of the grandest school codes ever put on record, wisely made provision against the very evil alluded to in this article. The system used in voting for members of a School Board is known as *cumulative* voting, by which a minority can secure representation. Thus, if there are three candidates to be chosen, an elector can "plump," or cast all his three votes for one of them, or divide them as he pleases, giving two votes to one, and one to another, or one to each. By this method the minority can unite on its best men with a chance of election.

As another remedy, certain qualifications of candidates might be required by law, as certain intellectual attainments, and a knowledge of the fundamental principles of education. Lastly, do as in England, allow the women to serve on School Boards, provided they get votes enough. London, to its honor, has on its present Board three ladies of distinction, who have been long known to the world for their efforts in literary, educational and medical undertakings. There is need of reform in this direction in many parts of our country; and we look confidently to the time when the good and the wise of all parties and sects will unite to lift school interests above partizan influence. [Res. Ed.]

We are pleased to notice the interest generally taken by the press in Connecticut on the subject of education; especially public school education. The *Norwich Bulletin* in a recent article refers with just pride to our Yale and offers a capital suggestion which possibly may by and by be acted on. It says:

In looking over the report of the Connecticut Board of Education, just issued, one thing that strikes the reader favorably, is that it includes facts and figures concerning the colleges and theological seminaries, as well as district schools. These all belong properly to the educational machinery of the State. Sometimes there has been a feeling prevalent that between the colleges and common schools there is no natural bond of union, and that their interests, if not antagonistic, were certainly not identical. This was an unfortunate mistake; we rejoice to see it in a way to be rectified. The composition of the board of

education is such as makes it impossible that the schools and colleges of the State should be like a yoke of ill-broken oxen hauling against each other.

There is reason why the people of Connecticut should not be unmindful of the jewel they possess in Yale College; or the "Yale University" as it must shortly become. The oldest save one of the colleges in the country, a Connecticut institution by its foundation and in all its administration; aided somewhat by State aid at one period of its history; but owing its endowments largely to the private gifts of citizens of the State and their children, it has been of inestimable service to the State, and to-day occupies a position inferior to no other college and superior to most. The connection between the college and the public school should be yet closer, until there shall be a direct path from every primary school in the State into and through Yale, or one of the other colleges; a path in which a certain number of boys of unexceptionable character, who could show their superior fitness by passing with success rigid examinations, might go without charge for tuition. If, for example, the State would offer to pay the college tuition of two from each senatorial district, who should acquit themselves best on examination, the influence would soon be felt in every town in Connecticut. Such an arrangement would do much to aid the common schools by bringing to bear upon them the direct influence of the highest educational institutions, and in a few years would probably add largely to the number of students in our high schools, academies and colleges.

SCHOOLS IN NORWALK FORTY YEARS AGO.

In an odd number of the *Connecticut Observer*, published in 1832, appears the following mention of the schools in Norwalk:

COMMON SCHOOLS.—The *Norwalk Gazette* contains an interesting report of a Committee appointed by the Norwalk School Society in 1831, to inquire into and thoroughly ascertain the condition and wants of the several schools within the limits of the Society, and to make a full report at the next annual meeting. This was [held] on the 7th instant, (November, 1832.) The committee appear to have given laudable attention to the business which they were appointed to perform. * * * They state that in only one or two out of nine schools "was the Bible found as a reading to open school with in the morning." The whole number in the Society for whom money is drawn from the school fund is 1,055, while the number entered on the list of scholars is only 588, and the average attendance only 386. Thus, on an average, about one-third as many attended the schools as were in the enumeration for the public school money. The winter, however, was unfavorable to attendance, and there were two private schools, containing 65 scholars, in the centre of the town. The school-houses are convenient, with two or three exceptions. One of these is so small "that the large list [number] of scholars can hardly be stored, and have room for the stove and the teacher's desk." In all the houses but one, the seats of the small children are without backs. The whole number of different kinds of Reading Books is 19, and of books for study and recitation, 18. They are as follows: [*Reading.* The number of each kind of book is given.] Webster's Spelling Book, 99; Testament, 30; Grimshaw's History of the United States, 4; Hale's do., 59; Goodrich's do., 19; National Reader, 14; New York Reader, 4;

English Reader, 67; Improved Reader, 15; American Reader, 9; Murray's Sequel, 12; History of South America, 2; American Preceptor, 26; Elements of Useful Knowledge, 1, Easy Lessons, 12; Popular Lessons, 22; Murray's Introduction, 5; Political Class Books, 7; Child's Instructor, 23. [*Arithmetic.*] Daboll's, 142; Smith's, 2; Wanzer's, 2; White's, 1. [*Geography.*] Morse's, 8; Olney's, 49; Parley's, 15; Willett's, 7; Woodbridge's, 4. [*Grammar.*] Murray's, 24. [*History.*] Tyler's, 2; Worcester's Elements, 1. [*Dictionary.*] Walker's, 37; Hazen's Definer, 13. [*Philosophy.*] Blake's, 1; Comstock's, 3. [*Surveying.*] Flint's, 3; Gibson's, 1.

Such a bewildering variety of Reading Books it is hoped could be found in no town in the State to-day. The people of Norwalk have no occasion to sigh for "the good old times" in school affairs.

THE AMERICAN ASYLUM.

The fifty-fifth annual report of the directors and officers of the American Asylum has been printed. The report of the principal, Edward C. Stone, shows that at the date of the last report the number of pupils was 247; new ones admitted during the year, 43; former pupils readmitted, 8, making the entire number under instruction during the year 298. There have been dismissed during the year 39; number now present 262; average attendance 255. No cases of severe sickness have occurred. Forty boys have been instructed in the cabinet shop; thirty-eight in the shoe shop; and thirty-five boys and four girls in the tailor shop. Cabinet making and shoe making are considered trades well suited to the deaf and dumb, and pupils leaving every year find steady employment at fair wages. Concerning the methods of instruction in the institution the principal says:

The class in articulation has been continued as it was organized the previous year. Instruction in lip-reading and speaking, as an art, rather than as a means of imparting knowledge, has been given to those most likely to profit by it, for a portion of each day, while their education has been carried on by means of the sign language in their regular classes. Thirty-five pupils have been so taught during the year, several have been dropped as unpromising subjects, and at present the class consists of twenty-two, most of whom are semi-mutes. The improvement made in this branch of instruction is commendable.

STATE SCHOOL TAX.

In the centers of wealth a small tax provides the best educational privileges, while in some of the poorer towns a high rate of taxation barely meets the cost of very ordinary schools. Yet these retired districts are constantly enriching the cities and villages. Their material, and still more their mental resources, like their streams, flow continually towards the cities. The inventiveness, nerve, energy, enterprise and courage which are to build up our cities and multiply their wealth for the next generation, are now largely training in the country. The farmers' boys and the sons of mechanics, inured to labor, trained to perseverance and self-reliance, may hereafter become the merchant princes, and the successful manufacturers of the cities. Our cities and centers of wealth can afford to be just and even generous to the rural districts. They will not be the

poorer for befriending the poorest towns. Public instruction is alike the concern of all the people, without reference to location. The interests involved are not local, but broad as the State. It is her duty to see that all her children are educated. The safety and prosperity of the State are best secured by providing for the skill, intelligence and virtue of all classes.

Undue centralization is the misfortune of the times. It has hurt worst the land which has practiced it most. "As is Paris, so is France," has long been too true. This is one of the secrets of her sufferings to-day. The town is nothing, the city everything. England with all the greatness of her cities, still magnifies the town. Formerly this was a characteristic feature of Connecticut. Our country towns retained their individuality and independence more than did the rural districts either in New York or Massachusetts, where one large or central city has exerted a controlling influence. But of late there has been a growing concentration of educational, social and religious advantages in our cities. The most important and influential of these attractions to the cities is the superior educational privileges there freely proffered. Multitudes are forsaking their rural homes for the sake of the education of their children. The proposed plan for improving especially the country schools would check this growing tendency. As the country helps make the city, by sending thither the commodity most in demand—its choicest men—let the city reciprocate in school money needful to keep up the supply.

The entire support of schools by State taxation I do not advocate. Local taxation favors economy of expenditures, promotes a healthier state of feeling and invites the more general interest and co-operation of parents and all taxpayers. While a healthy competition for the best teachers and schools may be properly encouraged, the expense of superior advantages thus gained ought to be paid by those who share the immediate benefits.—*Ser'y Northrop's Report.*

STATE NORMAL SCHOOL.

The Twentieth Anniversary of the State Normal School was held July 7th. We give below an account of the exercises as reported by Mr. Edwards of the *Palladium*.

"The anniversary exercises of the State Normal School which were held Friday July 7th, in New Britain, were of the most interesting nature. Whatever doubts there may have been in the minds of any who were present as to the usefulness or expediency of the school, such were dispelled by the careful and skillful training shown by the pupils, as well as the remarkable interest which they seemed to take in everything which touched upon the calling for which they were fitting themselves at the school. The exercises commenced with the annual examination of classes at nine o'clock. At the hour appointed there was a large number of visitors and friends present. The State board of Education, with Governor Jewell, were upon the platform. The first examination was held in Algebra, the scholars passing to the board, and one of them being designated, conducted the exercises with the rest of the class in the relation of teacher and pupils. These examinations were continued in astronomy, chemistry, geography, mental combination and psychology. They all exhibited on the part of the pupils a thorough mastery of each subject. Some of the

recitations, especially those in psychology, being really perfect. But perhaps the most noticeable thing suggested to a visitor was the ease and readiness with which each scholar who was called upon to carry on the exercises with the class, as teacher, took up the task. There seemed to be, with all, a thorough appreciation of the best manner of conducting a recitation.

After the examination had closed, the company were invited by the principal, Mr. Carleton, to dine at the Humphrey House. This dinner was given by the kindness of the New Britain people. There were three tables, at which about one hundred persons sat down.

At quarter to two the procession started from the Humphrey House to the church, headed by Governor Jewell, Mayor Stanley, Hon. Henry P. Havens, and Judge Carpenter. The exercises commenced at two o'clock precisely, with a prayer by Rev. Dr. Cummins of Middletown, after which a beautiful piece was sung by the choir. Then followed the reading of the essays, commencing with Miss Chapman of Westbrook. The following essays had been prepared but owing to the time for the reading being limited, some of them were not read. Misses Chapman, Atkins, Larkin, Northrop, Knapp, Bronson, Cryer, Blatchley and Messrs. Tyrrell, Buell, Woodford and Russell being chosen to read their essays. They were all limited to five minutes. Miss Mary L. Talmadge delivered the valedictory address to the class. After reading the essays the diplomas were presented by Governor Jewell, and the parting song sung.

The principal then announced that Governor Jewell would take charge of the exercises. The Governor after making a few remarks and saying that each speaker was limited to five minutes, introduced Rev. Dr. Cummins, who urged the graduating class to consider the importance of their work and to enter upon it with earnestness. Hon. Henry P. Haven, of New London, said that he was one of the original trustees of the institution and consequently was well acquainted with it from its beginning, and he thought that never had it shown such signs of prosperity as at the present time. Rowland Swift, Esq., of Hartford was next introduced, and in the course of his remarks he said that he hoped no hand would ever be lifted against the school again as he regarded it of the greatest good to the community. Giles Potter, chairman of the education committee in the house pledged himself to do what he could to obtain material aid for the school, and thought that any appropriation for a new State capital could be far better expended upon the Normal School. Rev. Mr. Stebbins, principal of the Springfield High School, Sec. Northrop, Elihu Burritt, Judge Carpenter, and Rev. Mr. Wines, also made short addresses, and the benediction was pronounced by Rev. Mr. Gage of Hartford. There seemed to be expressed on every side a deep interest in the welfare of the school and an earnest desire that it should be enlarged. The interest of the scholars in the institution was very marked and there could be no better proof of its worth. The exercises in the evening consisted of a social reunion and Alumni dinner. The examination for candidates next term will take place Sept. 4th.

We append the list of graduates with their themes:

Introductory Prayer; Keeping in Tune, Kate E. Chapman, Westbrook; Normal Schools, Livingston C. Lord, Killingworth; Grumblers, Hannah C. Bryant, East Hartford; Mistakes of Teachers, Ella V. Atkins, Forrestville; Reticence, John R. Bowman, New Britain; Schiller, Minna M. Hertel, Hartford; Spelling, Frank H. Baldwin, New Canaan; Pioneering, Isadore F. Larkin,

Wethersfield; A Stone for Bread, Theodore S. Tyrrell, Seymour; Practical Studies, Alice A. Boss, New Britain; Memory, Libby H. Murray, New Britain; The American Idea of Public Schools, Andrew Buell, Plymouth; Star Lessons, Sarah J. Ensign, Simsbury; The Teaching of History, Celia A. Allen, New Britain; Volcanic Characters, Elvira P. Dudley, Guilford; Gold Dust, Helena R. Dawson, Terryville; The Three Caskets, Rebecca M. Northrop, Ridgefield; Relish for Work, Emma H. Knapp, Greenwich; The Poor Wise Man, Laura E. Bronson, Litchfield; The First Decade of Life, Josephine Cryer, Norwich; Let there be Light—a Poem, William W. Woodford, Avon; Adapted vs. Adopted Methods, Albert J. Russell, Bolton; No Steps Backwards, Ella Z. Blatchley, Madison; Things that belong to our Peace, with the valedictory, Mary L. Talmadge, New Canaan."

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-second annual meeting of this the oldest of the Educational Associations of our country, was held in Fitchburg, Mass., July 26, 27 and 28. The meeting was one of the best of the many which it has been our good fortune to attend. The lectures and papers were valuable and the discussions were spirited. The attendance was not as large as at some of the former meetings, but the high character of the attendants in part compensated for the loss in numbers. We give below a report made up from our notes and the published account of proceedings in the *Boston Advertiser and Journal*.

FIRST DAY.—AFTERNOON PROCEEDINGS.

A business meeting of the directors was held in the forenoon, and in the afternoon a public meeting was held, Abner J. Phipps, president of the society, presiding. The exercises were opened with prayer by Rev. Mr. Jones of Fitchburg, and the records of the last meeting were read by the secretary. Mr. Phipps then gave a brief history of the institute from its foundation, in the year 1830, to the present time. The institute was organized in Boston and its charter was granted by the Massachusetts legislature, which had made appropriations for thirty-seven years toward its support. No other State had contributed in like manner. When the society was formed there were no similar societies in the country; but since then others having a similar object in view had been organized, and it was a question now whether this society ought to give place to other national and State organizations, or whether they should rally around it with increased zeal and make it the life and center of all educational efforts. The work which the society had accomplished was spoken of as a great and good work, and the hope expressed that its usefulness would not be less in the future.

Mr. M. G. Daniell, of Boston, offered an amendment to the by-laws providing that no person shall be entitled to the privileges of membership in regard to the reduction of fares on railroads, rates at hotels, etc., unless a specified sum be paid into the treasury of the society. The amendment was adopted.

A paper on "Kindergartening the Gospel for Children," was read by Miss Elizabeth P. Peabody of Cambridge. After reviewing the origin of the kindergarten and giving various theories in reference to it, Miss Peabody exhibited

specimens of the work executed by children in a school at Dresden, and gave a very interesting description of the method of education there in use. She then closed as follows:—

I believe nobody disputes, after they see *what it is*, that kindergartening is the gospel of salvation for children. Not that it requires a special education of the kindergartner, for the burden of thinking out and inventing the processes that are to effect this harmonious development of mind and character, which took Froebel with all his genius a half a century of experimenting, is not to be laid upon the young kindergartners; "One man dies and other men enter into the fruits of their labors." The kindergartner has enough to do, in a school year of study and practice, to become an expert in her art, as an adept in the philosophy of it, even with the best normal instruction. Now I would urge that this year's study of kindergartening should make a part not only of the normal education of all teachers, but of *the education of all women*; for all women must be personally—or virtually—mothers of the next generation. And it is altogether the most profound and fascinating way of studying *human nature*; "the science which," as Dr. Reed observes, "is the metropolis of *all* the sciences, the ocean into which they all pour their tributary streams." But the practical difficulty which always comes up to oppose the kindergarten is, *the expense*—the expense of giving a year to the normal instruction—and the expense of beginning to educate children at three years of age.

Now I boldly affirm that to begin education with the kindergarten will prove altogether the most economical thing in the long run. Great sums of money are constantly paid out for education in this country; it seems to be becoming almost as easy to get a university endowed with a million of dollars for the culture of minds as to get this sum appropriated to build a man-of-war for destroying the body. But it must be confessed that the public education is after all disappointing. The reason is said to be that the high schools do not sufficiently prepare for the universities, rendering an academic year necessary in their curriculum; the high schools say time is lost in them, because the grammar schools are deficient in their preparatory discipline and instruction; the grammar schools make a like complaint of the primary schools—and on the primary teachers, therefore, *who*, because probably the most ill-paid, are necessarily the least gifted in mind and the most superficially educated, rests the responsibility at last of the education of the country. For they take the children at the age in which they are wholly at the mercy of the educator, being then confessedly unable to direct themselves at all morally or intellectually. This is the root of the whole evil, as has been ably set forth by Nathaniel Sands in his *Philosophy of Teaching*, and I am glad to say that in one city of our Union (St. Louis,) it is recognized that the younger the children who are to be taught the greater is the qualification required for their teachers, and the higher is the salary paid them. To instruct by means of books, or to hear recitations, certainly requires a less high order of mind than to enter into communion with these living souls and undeveloped minds. Truly fools rush in where angels fear to tread!

H. E. Sawyer, Superintendent of Schools in Middletown, Conn., inquired whether it would be practicable to introduce into our primary schools, as at present organized, the kindergarten system.

Miss Peabody thought it might be done with sufficient room, and a few arrangements, as of flower pots, for instance, in which the children might plant seeds and see them grow. She gave an account of schools in Germany into which the system had been introduced. In answer to questions she explained the number of kindergarten schools in Germany, and the small pay of teachers.

After some further consideration of the subject, the Institution adjourned to 8 o'clock this evening.

The lecture in the evening was delivered by Gen. John Eaton, Jr., Commissioner of the Bureau of Education, Washington, D. C. Gen. Eaton telegraphed Wednesday that sickness in his family would prevent his attendance, but afterward he came, to the gratification of many who had been disappointed at hearing of his expected failure. He gave a lengthy address on "American Education Progressive," embodying the results of his investigation into the statistics of the number educated for teachers, the schools and many other facts pertaining to education in this country. He showed the progress in supervision of schools, in State Legislation and in State institutions; of the replacing of slavery by free schools; of our duty to the freedmen, and gave an account of the condition and wants of many of the people of the Southern States.

SECOND DAY.—FORENOON.

The Rev. Mr. Blake, of Wilmington, N. C., opened the session with prayer. The customary committees were appointed. W. T. Harris, Superintendent of Schools, St. Louis, Mo., read a paper on "Prescription in Modern Education; its Province." We give an extract to show the character of this carefully prepared paper.

"A man's thought belongs to himself, his deeds belong to all. Freedom, therefore, has two sides; one of absolute toleration, which permits and encourages difference of opinion, and trusts that the freest exercise of thought is the healthiest, and will lead to the surest way to the absolute truth wherein all convictions shall be united in one. The other side is that of subordination to law, wherein each man squares his deeds by the universal rules laid down in the statute books and prescribed by the judicial function of the government. Here we have spontaneity and prescription side by side. As prescription comes in from the side of realized reason, it is an element which cannot be eliminated from life. That self-activity, or spontaneity, freedom of thought, shall prevail more and more is our deepest material conviction. The solution of the problem must involve the perfect reconciliation of the two sides so that neither element suffers but rather gains in force, and each individual is perfectly spontaneous and self-determined, while in the broadest sense rational and swayed by universal ends.

"Inasmuch as pedagogy has for its province the mediation of these two sides, it must solve the contradiction of prescription and spontaneity. The school is the theater on which the transition takes place from obedience to external authority; into free action, from personal conviction. In the first stages prescription and spontaneity are opposed, and mutually limit each other. Where one begins the other ends. Education has a two-fold nature. The three institutions of the real world of man, relating to his practical will, are the family, civil society and the state. Besides these there are three institutions which comprehend both a theoretical and practical basis, and are the institutions of

spiritual actuality, art, religion and science. These six institutions embody the presuppositions of the individual and hold up before him his highest ideal. Even the most forlorn and squalid child born to the outcast from society, finds one or more of these institutions ready with help for his needs. Education in this school has for its aim the initiation of the individual into the language of these several institutions—into the “conventionalities of intelligence.” For this purpose school education has to elevate the pupil through three stages of intellectual culture, classified according to the degree in which he rises to a comprehension of the subject-matter of his studies and thereby realizes his freedom. These stages may be characterized as follows: 1st. The elementary stage is characterized by the fragmentary manner in which the material of education is served up to the pupil. 2d. Observation and reflection—when active to any good purpose—soon teach us the immediate world of phases is not the true world. We learn step by step that every phase is dependent on something else. 3d. Above these planes of intelligence there is a third and higher form of thinking, the realm of organic thinking, which deals with self-relations instead of mere dependent relations.

“To elevate the youth of the land by all proper means and by the most rapid courses into positive relation to the realm of prescription is the task of our systems of education. The old attitude toward the same is no longer tenable. Mere mechanical memorizing of the formulas prescribed does not avail; neither does the corresponding form of discipline to external commands and obedience strictly enforced by the use of corporal punishment. They fail to develop the humanity we desire to see. The enigma which we as a nation must solve on peril of our life is the question of institutions; what shall we do with the prescriptive? How shall we continue to build a broader and deeper freedom without degenerating into license?”

The speaker closed with an enumeration of some of the indications that this problem was being successfully solved.

The reading of the paper was followed by a brief discussion, participated in by Mr. A. Bronson Alcott, of Concord, John D. Philbrick, of Boston, and Miss E. P. Peabody, of Cambridge.

Rev. H. N. Hudson, of Boston, then read a paper on the teaching of history, in which, after referring to the fact that the sensational novels in the Boston public library were the most read, and drawing the inference therefrom that the public taste was a vitiated one, even going so far as to say that it was doubtful whether the majority of people would not be better off if they did not know how to read, he proceeded to criticise severely the present method of teaching history in the public schools. He thought that nothing but mere scraps of uninteresting information were now given to children, and the mode of imparting these he considered very defective. He favored the introduction of the best works of the most celebrated authors into the schools, and instead of mere verbal recitations he would combine a reading exercise with interesting conversation on the various subjects which the lesson might contain. Facts would thus be permanently fixed in the mind, while an interest would be excited, the beneficial results would be felt in all future years.

The paper was followed by a discussion. Mr. J. Kneeland differed from Mr. Hudson, and thought that the outline of history now studied in the schools was necessary as a foundation for future study, and something not to be dispensed

with without harm to the scholars. The discussion was also participated in by Mr. White, Secretary of the State Board of Education, and others, and at its close the forenoon session was adjourned.

AFTERNOON SESSION.

The afternoon exercises were opened at 2½ o'clock, and a committee appointed yesterday to consider the future interests of the institution made the following report:—

That they are unanimously in the opinion that the American Institute of Instruction should continue its work upon the same general plan that has been adopted during the past forty-one years of its operations. To provide for its general expenses they recommend that aid should be solicited from the legislatures of each of the New England States, and for this purpose they further recommend the appointment of a committee, consisting of the president and secretary of the institute, *ex-officio*, and of two members from each of these States.

The report was discussed for about half an hour, and as it was evident that there was a difference of opinion in relation to the expediency of continuing the existence of the society, a motion was made to lay the report on the table, and the motion prevailed.

The audience were then invited to listen to a paper on "The Importance of Drawing as a Branch of General Education," by Mr. C. C. Perkins of Boston.

A knowledge of drawing was a useful acquisition to all men, and to illustrate this Mr. Perkins spoke of its advantage to the traveller and to the artisan. The traveller, by a knowledge of drawing, was able to fill up many hours which might else hang heavy on his hands, and the mere pleasure of the moment carried with it an invaluable aid to the memory. The artisan quadrupled his value to himself and to the State by being able to draw. In ancient times artists were generally artisans, and to this in some degree the excellence of their work was due. The separation of art from industry had greatly lowered the condition of the artisan; for now the latter too often thought of nothing beyond his duty to make an accurate copy of the article placed before him. The great object of the mechanic in the art-school was to master the form in his own mind, and he should not only be taught to draw out any object before him with accuracy, but to reproduce it when it was withdrawn from his sight. Thus his mind was strengthened and filled with valuable ideas. He must also learn something of the perspective and of geometry. The labor of a workman whose hands were supported by scientific knowledge was incomparably more valuable than the labor of the uneducated, and the eagerness with which mechanics were seeking the advantages offered by the free art schools recently opened in the State was an evidence that the fact was understood and appreciated.

The Hon. Henry K. Oliver, of Salem, next read a paper on "The Way I was Taught," in which he described the men and manners of his boyhood, and gave some reminiscences of the mental discipline he underwent between the years 1805 and 1814.

The reading of this paper was followed by a spirited discussion of the following question:

"How far may the State provide for the education of her children at public cost?"

The discussion was opened by Hon. Joseph White, Secretary of the State Board of Education, who took the ground that the State may provide for the education of all her children, and, if necessary, to enforce attendance on the public schools. He could see no objection to the State supporting any college from the public purse, and argued that it is wiser and more prudent to give a good education to the youth at the public expense, than to pay for their instruction and punishment in penal institutions. General H. K. Oliver of Salem spoke earnestly upon the inefficiency of the law prohibiting the employment of young children by corporations, and of the great need which exists of more stringent measures for compelling children in large manufacturing towns to attend school. A similar tone throughout pervaded the discussion by Messrs. Harrington, of New Bedford; Leander Wetherell, of Boston; M. A. Warren, of Charleston, S. C.; Richard Edwards, of Illinois; and Hon. Warren Johnson, of Maine.

EVENING SESSION.

Prof. D. C. Gilman, of Yale College, Connecticut, gave an address Thursday evening on "Scientific Schools in relation to Colleges and High Schools." He ably advocated their use and place, their influence on the system of education, and their work for society. He discussed the question of Colleges and Universities. The chairs of science are to be more numerous than they have been, for science is to be promoted more. Practical applications cannot be neglected. Some scientific schools must have distinct organization. They are technical, costly and special.

Prof. Munroe, of Boston, gave readings, specially illustrative of the character of pieces suitable to be given to children. After listening to these pleasing exercises, the meeting adjourned to the next morning at 9 o'clock.

THIRD DAY.—FORENOON.

The session was opened at 9 o'clock, and Rev. R. M. Sargent, of Princeton, Mass., was called upon for prayer. Geo. A. Walton, Treasurer, read his report. M. G. Daniell made report of the Board of Directors. G. T. Littlefield called up report of committee to consider the future interests of the institute, which was read by the President, as follows:

Resolved, That the American Institute of Instruction continue its work upon the same general plan which has been pursued during the past forty-one years of its existence.

The second resolution was for application to the Legislatures of the New England States for pecuniary aid.

Mr. Greenough moved this be referred to the Directors.

M. C. Stebbins, of Springfield, thought the Institute should take action at once, as an entire body, thus preventing delay and bringing the whole influence to bear upon the Legislatures of the States.

D. Crosby, of Nashua, thought it doubtful about getting anything from New Hampshire, and thought the Institute should wisely consult for its permanence.

Mr. Fletcher, of Maine, thought it not wise to apply to the Legislatures of the States, but that the Institute should go on alone.

Rev. C. V. Spear, of Pittsfield, thought something might be obtained from the State Legislatures.

Prof. Tweed, of Charleston, said that the existence of this Institute did not depend on \$500 from the Legislature, but the meetings were important and valuable.

Mr. Kneeland, of Boston, prophesied that we should live as an "American Institute," and might circulate through the States as a missionary educational association.

The motion to refer to Directors was lost.

On motion of Prof. Tweed, the first resolution was unanimously and enthusiastically adopted.

The resolution for application for State aid was lost.

Richard Edwards, LL.D., Principal of the Normal Institute, Illinois, gave an address on "The Causes of Failure in the Work of Teachers," which was well received, and he was greeted at his close with applause.

After a brief recess, Hon. Warren Johnson, State Superintendent of Schools, Augusta, Maine, read a paper on "State Uniformity of Text-Books," strongly stating the objections to the present want of uniformity, from disorder, want of unity in towns, unfitness of some books, and expense. He advocated a law reducing all to uniformity in each State, and gave his plan for selection of books by a State committee and agreement with publishers, and the State should own the books.

The association then adjourned to afternoon.

AFTERNOON.

On Friday afternoon the officers for the ensuing year were elected. President, Abner J. Phipps, West Medford, Mass. On the list of Vice-Presidents we notice from Connecticut: Hon. Henry Barnard, Hartford; Ariel Parish, New Haven; Daniel N. Camp, New Britain; Henry E. Sawyer, Middletown; B. G. Northrop, New Haven; F. F. Barrows, Hartford.

Charles Hammond, of Monson Academy, presented a minute respecting the deaths of Rev. Samuel J. May, of Syracuse, N. Y.; Prof. John S. Woodman, of Dartmouth College, and Rev. Dr. Samuel H. Taylor, of Phillips Academy, Andover, with feeling remarks, more particularly respecting Principal Taylor.

Mr. Kneeland, of Boston, followed with remarks on Mr. May, and called up Joseph Allen of Syracuse, who spoke of Mr. May's peculiar character and influence.

The President and Mr. G. A. Walton spoke also of the several teachers noticed in the minute, and the resolution was adopted unanimously.

OBJECT TEACHING.

At 2½ o'clock N. A. Calkins, Esq., Superintendent of Primary Schools, New York City, presented a paper in discussion of the question, "Does Object Teaching hold a philosophical relation to the natural development of mind and the acquisition of knowledge?" which was listened to with much interest.

Ex-Gov. Washburn was called upon, and said he thought the Institute should not be given up. The influence of America upon European countries had been very great through our free schools, and every help to our educational system should be encouraged. He thought the State should educate all, and had the right to take children from their parents to educate them and prevent their growing up as a dangerous class.

The Institute adjourned to next year, with expressed courage and hope for the future.

ANNALS OF EDUCATION.

HARTFORD.—The Asylum Hill District have bought a lot 450 by 200 ft., north of Asylum Street, and extending from Sigourney to Huntington Street, for the location of their new school-house, which is to accomodate not less than 800 pupils. The cost will be about \$75,000. Here is another instance of the liberality of the citizens of Hartford, indicating the interest which they take in the support of public schools, and the wisdom of a liberal expenditure for the education of the masses. We congratulate our friend D. P. Corbin, the efficient Principal of the school, that he is soon to be domiciled with his pupils in better quarters.

HADDAM, one of the staid old towns on the Connecticut river has been reached by the "tidal wave" of educational progress, of which she has furnished evidence in the recent completion and dedication of a large and commodious school-house. This marks a "new departure" in education for old Haddam.

DANIELSONVILLE.—This beautiful and enterprising little manufacturing village, an incorporated Borough, is showing its liberality and wisdom in the erection of an elegant school-house, designed for a High and Grammar School combined. The edifice is of brick, two stories high, with a Mansard roof, within which is a spacious hall for general school exercises and public occasions. It has four rooms on each floor, with an entrance hall ten feet wide, through the middle of the house, giving access to all the rooms on either side. The location of the building is very beautiful, standing on an elevation overlooking the whole village and surrounding country, occupying a lot of about an acre in extent. It will accommodate about 450 pupils; and the cost of the building and grounds complete will be about \$20,000. Mr. Sidney B. Frost, who has been engaged in teaching in the place during the past two years, and has proved himself an efficient and competent teacher, is to have charge of the school. Great credit is due to the proprietors of the manufacturing establishments of the village, who have shown a deep interest in the moral and intellectual culture of the community, and have contributed liberally for the encouragement of general improvement.

WATERBURY.—The annual report of the Librarian of the Bronson library, shows a very prosperous state of things in that institution. There were in the library last year, exclusive of duplicates, 11,096 volumes. During the year there have been added 1,538 volumes. A catalogue has been published during the year. The number of names registered to draw books during the year is 1,450, making 3,043 in all since the opening of the library. The average time for which books are kept out was a fraction less than five days. The number drawn during the year was 76,179, or a daily average of 243. The favorite month for drawing was February. About \$200 have been paid in fines. The income last year was \$17,104.89, principally from the interest of bonds and mortgages amounting to \$183,250.

MIDDLETOWN.—At an adjourned meeting of the City School District in Middletown, the Board of Education were, by unanimous vote, instructed to build a school-house on the present school lot on Green Street, at a cost not to exceed twenty thousand dollars. The plans presented were for a building of six rooms, to be occupied by primary and intermediate grades.

PORTLAND, ME.—We have received the semi-annual Report of the High School, with the programme of the graduating exercises. Mr. A. P. Stone, the efficient Principal, is accomplishing an excellent work in the school. The number of pupils during the past six months has been, boys, 156; girls, 213; total, 369. The graduating class was unusually large for a population of only 31,314, in the city; numbering 50, of which 25 were boys and 25 girls. It speaks well for the spirit of the school and the community, in which so large a proportion of pupils complete the course of instruction in the highest department.

MISSISSIPPI.—No one of the reconstructed states seems to be more alive to the importance of popular education, or is more earnest in the purpose to right that which has long been wrong, than this. H. M. Pease, the State Superintendent, speaks most encouragingly:

"Public sentiment was, at the outset, generally unfavorable toward free public schools, and the system met with strong opposition, growing out of deeply rooted partisan prejudice, and what was, if possible, a more serious obstacle, a general apathy or indifference on the part of a large and influential class in every community. I am happy, however, to be able to report that this apathy and opposition is gradually subsiding.

"There have been many instances of open and violent hostility, particularly in the eastern portion of the state. A large number of schools have been broken up, and, in some instances, the teachers driven out of the country. * *

"Taking into consideration the short period of time the present school system has been in operation and the circumstances under which it was inaugurated, we can congratulate ourselves upon the success of this educational experiment, and as compared with other reconstructed states in the number of her free public schools, Mississippi places herself in the van.

"There at present about three thousand free public schools in active operation throughout the state, and constantly increasing in numbers, with about eighty thousand pupils in regular attendance, under the tuition of between three and four thousand teachers, nearly all of which have been established since January 1, 1871."

The *Woodville Republican* says of the public schools in Wilkinson County:

"The history of education in this county begins with the year 1871. True, there have been teachers and schools before this, but never till this year was the free school system here established on a firm working basis. Looking at the whole of things, the eye is greeted by an array of cheering facts; and the friends of education, civilization and progress are confirmed in their purposes of good, and stimulated to greater efforts, in this the noblest of public works.

"Three great needs must be supplied: the need of money, the need of school-houses, and the need of good, practical teachers who have sound sense, Christian character, and no foolish prejudice 'on account of race.' The first must be regulated by wise legislation; the second will soon follow in the wake of the

first; and the last will be gained by offering ample inducement in the way of salary, and protection to life, liberty and property.

NEW PRESIDENT OF YALE.—The Corporation of Yale University, at their meeting during Commencement week, elected Rev. Noah Porter, D.D., LL.D., to succeed President Woolsey, as the head of that ancient and venerable institution. It was an appointment eminently "fit to be made," whereof there was abundant proof in the enthusiastic approval manifested by an unusually large assembly of the Alumni, at the anniversary. A satisfactory assurance of their approbation of the appointment was also evinced by the Alumni, in a resolution to raise half a million of dollars for the benefit of the College. Thus old Yale takes "a new departure," and may her future course be "onward and upward," her motto, *ITUR AD ASTRA*.

ABROAD.—Rev. B. G. Northrop, Secretary of the State Board of Education, with his daughter, left New York for Europe on Saturday, July 15th. He proposes to spend a few months in Great Britain and Germany, and will visit schools and public institutions, of which we hope to receive interesting accounts from his pen for the pages of the JOURNAL. After an uninterrupted labor for nearly a score of years, such as few could endure, his physical system imperatively demanded some relaxation, that his ability to continue his labor might be preserved. We hope he will return recuperated, prepared to engage with fresh vigor upon his work. It was a pleasant incident that just before his departure a purse was placed in his hands, of \$1,300, from his educational friends, among whom were Gov. Jewell and Ex-Gov. English, as prominent contributors.

NOTES ON NEW HAVEN SCHOOLS.

ANNEXATION PERFECTED.—At a meeting of the New Haven City School District on Monday, July 17th, by a unanimous vote, the annexation of the Fair Haven District was completed. Thirteen teachers and about a thousand scholars are thus added to this district.

RESIGNATION.—Miss Mary F. Blakeman, who has performed very excellent and faithful service in No. 1 of the Howard Avenue and Washington Schools, during the past *nine* years, has resigned her position in the public schools. During these years it has been her duty to initiate the little ones into the mysteries and employments of the school-room; and well has she performed the task. We shall miss with regret the valuable experience which the long period of service has given her.

CHANGE OF NAMES.—In accordance with a vote of the Board of Education, the Howard Avenue School will, hereafter, be called the Washington School, that being the principal school of the Washington Sub-district. The school heretofore known as the Washington School will be called the Cedar Street Training School. All the Grammar Schools have been named after some distinguished person; while the Subordinate Schools have received the name of the street on which each is located. The WEBSTER SCHOOL was named after Noah Webster, the well known lexicographer and author of the Standard Dictionary of this country, who was a resident of New Haven from 1798 till his

death in 1843. The EATON SCHOOL, after Rev. Theophilus Eaton, one of the founders and first settlers of New Haven. The WOOSTER SCHOOL, after Gen. David Wooster, an officer of some note in the Revolutionary war, from Connecticut. The DWIGHT SCHOOL, after Rev. Timothy Dwight, President of Yale College from 1795 to 1817. The SKINNER SCHOOL, after Hon. Aaron N. Skinner, for many years a well known teacher in New Haven, and Mayor of the city from 1850 to 1854. The WASHINGTON SCHOOL, was named after "THE FATHER OF HIS COUNTRY."

BOOK NOTICES.

FOUR YEARS AT YALE. By a Graduate of '69. Published by C. C. CHATFIELD & Co., New Haven, Conn.

College life is a world by itself, peculiar and full of stirring interest from beginning to end. The student entering upon a college course, feels at once deeply impressed, if not oppressed, with a consciousness of having come under new and potent influences, unlike anything in his previous experience. If he could raise the veil and look into the future, or if he could know the experience of others, it would bring to him unspeakable relief. The volume before us is a *revelation* to the neophyte of the college world, important to his future course as the magnetic needle to the mariner. The graduate of Yale will almost live over college life while perusing the pages which so minutely detail the events and characteristics of this ancient and honorable institution. Doubtless he will learn many interesting facts which escaped his notice during his own connection with the college. Moreover, graduates of other colleges cannot fail to be interested in the description of student life so vividly presented, as it has existed during the past century and three quarters, in the second oldest institution in this country. The *general reader*, too, who desires to know something of the interior life of a great literary institution will be amply repaid for the time spent over the pages of this unique volume. Such a combination of history, fun and facts does not often appear in book form.

THE DURATION AND NATURE OF FUTURE PUNISHMENT. By HENRY CONSTABLE, A.M. Prebendary of Cork. Published by C. C. CHATFIELD & Co., New Haven, Conn.

A local interest is attached to this publication from the fact that the reprint of the London (2nd) Edition is procured by a prominent, well known citizen of New Haven; and several preliminary chapters are written by him. The argument is plausibly presented, but seems very much akin to the doctrine of the "annihilationists." It is a good subject for the D.D's. to ponder.

THE ACTION OF NATURAL SELECTION ON MAN. By ALFRED RUSSELL WALLACE. Published by C. C. CHATFIELD & Co., New Haven, Conn.

This is a pamphlet, No. 6 University Series, of 54 pages, treating,

- I. The Development of Human Races under the Law of Selection.
- II. The Limits of Natural Selection as applied to Man.

Under the first head the Darwinian Theory of the origin of man is quite clearly stated in a narrow compass. The limitations of the "natural selection" theory, as applicable to man, go far to disprove the whole doctrine. It is a well written paper, and will interest both those who believe in the new and old theories of man's origin.

PERIODICALS.

THE COLLEGE COURANT,

from small beginnings, has grown to be a giant among college papers. Every college student appreciates the importance of the general intelligence it gives each week, which pertains to college life and pursuits, and will read it. Every graduate of college will live college life over again as often as he peruses its pages, and at the same time will easily keep himself familiar with educational movements of a higher grade at home and abroad. It furnishes a large amount of information which cannot fail to interest everybody of ordinary intelligence. The numbers during the past few weeks are rich. Among the leading articles will be found, "The New Haven University; what it is and what it requires," by Prof. James D. Dana. Also curious and interesting topics describing the currency of the country during the war, under the captions, "The Shin-Plasters of '62; the Postage Currency; the Bureau and its Clerk; the Complaint of the Postage Stamp." A reminder of the *serious* and *comic* of business life during the early years of the rebellion. The number for July 22 has as a leader, "The Future of American Colleges," by Geo. M. Beard, M.D. A full report of the recent Alumni Meeting and Commencement Exercises will also be found, in the same number. Published by C. C. CHATEFIELD & Co.

THE PHRENOLOGICAL JOURNAL

for July is unusually good. It is a magazine which is ever exceptionally good, as compared with other first-class American Monthlies. Conspicuous among its contents are—Auduboniana, or Reminiscences of the great Naturalist, with portrait; "Man's place in Nature;" "A Rule for Editors—what they should be;" "The Last of the Tasmanians," Illustrated; "Goodness and Greatness," a contrast; "Woman vs. Woman's Rights," reviewed; "Leaders in the Mormon Reform Movement," with portraits; "The Beard, should it be Worn?" "Tree Wonders of California," Illustrated; "The Treaty;" "Floating or Rowing;" "Imagination vs. Reality;" "Hon. Ward Hunt, Chief Justice of the New York Court of Appeals;" "Western School-houses;" "The Traveler," an illustrated poem; "Medicine a Science?" This July number begins a new volume. Subscribe for it now. Price, \$3 a year. Single numbers 30 cents. S. R. WELLS, Publisher, 389 Broadway, N. Y.

THE AMERICAN EDUCATIONAL MONTHLY, N. Y.,

for August is received. Among its leading articles are:—"What Knowledge is of most Worth: indicating the value of knowledge for self-preservation;" "The Secrets of the Earth;" "The Law as to Corporal Punishment;" A serial on the Sons of Pestalozzi, and much general educational intelligence.

THE INDEPENDENT

seems to have taken a new lease of life, and looms up loftier and more vigorously than ever, since Mr. H. C. Bowen, laid his hand, personally, to the helm in managing it. No paper in this country sends out every week so large an *area* to be measured by the acre, almost, by the end of the year; and for point, variety, raciness and terseness of its articles it is not excelled.

THE IOWA HOMESTEAD

is the exponent of that great western state to which all the world seems to be rushing for homes, productive farms, and, in fact, about everything the "Garden of Eden" is supposed to have produced. A rich noble state is Iowa, and the *Homestead* tells all about it.

THE IOWA INSTRUCTOR, AND SCHOOL JOURNAL,

a good, live, common sense paper, by J. M. Ross and JAMES ELLIS, Editors, cannot fail to do a good work in one of the most promising States in the West.

THE RHODE ISLAND SCHOOLMASTER

is abroad, as ever, earnest, sound and full of interesting matter.

THE BOOK WORM, No. 5, by C. C. CHATFIELD & Co., is out, with notices of publications.

SUPERINTENDENT W. D. Henkle, of Ohio, and Supt. John D. Philbrick, of Boston, please accept thanks for copies of last Annual Reports.

TEACHERS WANTING PLACES.

Those of our *subscribers* who desire situations can have notice published three months *free*, by addressing B. G. NORTHROP, Secretary of State Board of education, New Haven.

Committees wishing to employ teachers, can also address SECRETARY NORTHROP. Applicants must state years or term of experience, at what college, seminary or school educated; what kind of situation desired and salary expected. The number of the application, and not the name of the applicant, will be published.

3. A young gentleman, graduate of the State Normal School, Bridgewater, Mass., desires a situation as Principal of a Graded School. Has had some experience. His testimonials can be seen at the office of Secretary Northrop.

4. A lady who is a graduate of Hartford High School, and has taught more than five years, desires to obtain a situation in a graded school, at a salary of \$550 per year.

5. A young lady, a graduate of the New Britian High School, desires a situation as teacher in a primary or intermediate school. She has taught nearly three and one half years. Salary expected, \$425 per year.

6. A gentleman wishes a situation as Principal of a graded school. Has taught ten years. Education academical. Salary \$1,000 to \$1,200. Reference, Prof. B. G. Northrop.

7. A gentleman of experience in teaching desires a situation in a graded school. Address A. Parish, Supt. of Schools, New Haven.

PUBLISHER'S ANNUAL LETTER

TO

Teachers and School Officers:

Office of the "National Series,"

111 & 113 WILLIAM STREET, NEW YORK, August 15, 1871.

FRIENDS:

At the appropriate season of the year for improvements in your courses of study we beg to enumerate some particulars of the progress which is being made in the preparation of

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The skilled workman without proper tools is at a loss; so those who train the young mind lament to find their efficiency impaired by inadequate text-books or those which do not represent

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THOSE WHO LEFT ENDURING MONUMENTS.

In their works, (though revised if necessary by tender and appreciative hands,) are found side by side with the later productions of such as Charles Northend, Wm. G. Peck, Joseph Alden, Edward Jarvis, Alphonso Wood, Edward Mansfield, J. T. Champlin, Ira Mayhew, Henry Barnard, A. S. Welch, and others among

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In pursuance of a design to furnish complete material for schools, we have organized the *National School Furniture Company*, for the manufacture of the celebrated Peard Patents, notably the new

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